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## Evaluation of Prospective Teachers and Practice Classroom Teachers Opinions of problems Encountered in Practice Schools (Bayburt University sample)

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### Abstract

In this study, prospective teachers' and practice classroom teachers' opinions on the problems encountered during the school-teaching practice class in the practice schools have been examined. The study has been conducted with 125 senior prospective teachers at B.U. Education Faculty, Primary Education, Primary School Teaching Department, and 21 practice classroom teachers that work at practice schools. The present study is case study, one of the qualitative researches. The data about the opinions of the prospective teachers and the practice classroom teachers were collected through the 'Interview form' developed by the researchers, and 'Practice Teacher Proficiency Scale' that was developed by Kiraz (2003) in order to find out the prospective teachers' views regarding the practice classroom teachers. Besides, 18 students who were willing have been interviewed. The data obtained out of the interview forms were analyzed with the help of descriptive statistics; the data obtained out of the interviews were analyzed with the help of qualitative data analysis techniques; and the data gathered out of the scale were analyzed with the help of SPSS 18.0 statistics packet. In line with the findings, some suggestions towards the classroom teaching education and the applications in primary schools have been presented.

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**Keywords:** Teaching practice, teacher training, practice school, classroom teacher education.

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### 1. Introduction

Increasing the quality of education is a sophisticated issue to be discussed via different dimensions over the various elements making the education system integrated. It is the teachers that determine the education quality by affecting the students and utilizing the educational sources.

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Professional teaching knowledge that help prospective teachers education programs gain necessary vocational formation consists of theoretical courses and practices. The students gain knowledge about teaching processes through the courses, and at the same time they have the chance to apply that knowledge by way of practices (Sılay & Gök, 2004). So professional teaching practices significantly change the prospective teachers' perceptions about teaching profession (Şişman & Acat, 2003; Hsu, 2005). The biggest role especially in this issue falls to the practice teachers (Evertson & Smithey, 2000; Giebelhaus & Bowman, 2002). It is aimed for prospective teachers to complete their pre-service vocational preparation process at the practice schools that are subject to the Ministry of Education through the courses 'School Experience' and 'Teaching Practice' and gain to teaching profession qualifications. Within this process, various problems that may arise from the practice school, practice teacher, and university supervisor can affect the practices in a negative way (Dursun & Kuzu, 2008). It is known that prospective teachers face with many problems within process of teaching practice and school experience courses (Azar, 1998; Sılay & Gök, 2004; Aksu & Demirtaş, 2006; Yeşil & Çalışkan, 2006; Aydın, Selçuk & Yeşilyurt, 2007; Özmen, 2008). It is also known that the source of the problem is the factors such as inadequate and unplanned organization of the practice activities, incompetence of the people in charge in guidance, inadequacy of teaching tools and materials (Saka, 2001).

The fact that the intended success has not been achieved during the teaching practices processes that are supposed to provide the prospective teachers with the chance to reflect and develop their personal and vocational knowledge in pre-service education reveals that necessary studies should be carried in order to find solutions to the problems encountered. This study aims to determine the problems that the prospective teachers could face and to suggest solutions for these problems.

## **2. Purpose of the Study**

This study was carried out at Classroom Teaching Department, Primary School, Education Faculty, Bayburt University. The study mainly aims at developing solution offers towards the problems encountered in the courses 'Teaching Practice' given at education faculties by evaluating the prospective teachers' and practice teachers' opinions on the issue. In line with this general goal, it is tired to give answers to the questions below;

1. Regarding the problems encountered in the course of teacher practice;
  - a) What are the opinions of prospective teachers?, b) What are the opinions of practice teachers?
2. What are the opinions of prospective teachers on their practice classroom teachers' proficiency?
3. Regarding the solutions of the problems encountered in the course of teaching practice;
  - a) What are the opinions of prospective teachers, b) What are the opinions of practice teachers?

## **3. Method**

As a certain case is investigated in this study, case study technique is used. Case studies help to deeply investigate the issue under-researched and to explain the cause-effect relationships by examining the relationships of data with each other (Çepni, 2010).

### **3.1. Research group**

The research group consists of 125 prospective teachers chosen among the willing senior students studying at the department of Primary School Teaching, Education Faculty, Bayburt University, 21 primary school teachers working at primary schools and being practice teachers of these prospective teachers, and 18 students who were willing to attend the interviews. This research group was formed by using case sampling method which is easily accessible among the purposeful sampling methods.

### **3.2. Data collecting process**

Two ‘Interview forms’ consisting of 5 open-ended questions were developed by the researchers separately: one for the prospective teachers and one for the practice teachers in order to find out the problems encountered during teaching practice classes and to present solution offers to those problems. These ‘Interview Forms’ were examined by experts, as well. ‘Practice Teacher Proficiency Scale’ developed by Kiraz (2003) was used to take the prospective teachers’ opinions about the practice teachers. Besides, in order to make a deep examination, 18 students chosen from different practice schools were interviewed with semi-structured interviews for about 15-20 minutes.

### 3.3. Data analysis and interpretations

Prospective teachers and practice teachers answers to questions were analyzed with the descriptive analysis technique. Various categories have been formed by coding the answers to each question. The frequencies (f) and the percentages (%) belonging to those categories are presented in the findings part being transformed into charts. The scale (Kiraz, 2003) consists of three dimensions; ‘Education Planning (EP)’ containing 11 items, ‘Vocational Guidance (VG)’ containing 7 items, and ‘Preparation for Practice (PP)’ again with 7 items. In the study, the following scale was used for interpreting the obtained average and standard deviation values: 1,0-1,79= profoundly unqualified; 1,80-2,59=unqualified; 2,60-3,49=moderately qualified; 3,50-4,19=qualified; 4,20-5,00=quite qualified. Moreover, the data obtained from the interviews were recorded and then they were analyzed after having been transcribed.

## 4. Results

The featured opinions of prospective teachers and practice classroom teachers on encountered their problems which are related with carrying of the teaching practice course had been given in Table 1. and Table 2.

Table 1. The prospective teachers’ opinions on occurred their problems are related with teaching practice

Problems	f	Problems	f
Communication by student	37	The same practice school during two terms	10
Classroom management	16	Passivity	10
Irregular attendance	12	Not observed different classes	8
Transportation	12	School administration	5
Practice classroom teacher	11		

According to Table 1., the prospective teachers had referred to occur on communication with mostly primarily students, thus it was made difficult to classroom management. The samples from prospective teachers’ expressions are followed below;

*“I lost to managing students. I think that don’t have adequate knowledge and experience in this issue. The reason of this is due to inadequate of our education in the university and it is to be failed on school practices. Additionally, the students aware us as a trainer at school and thus it cause to be much more complicated for us.”* Prospective teacher – 002, *“The students don’t care about us. They don’t accept us as a teacher.”* Prospective teacher – 003

Table 2. The practice classroom teachers’ opinions on occurred their problems are related with teaching practice

Problems	f	Problems	f
Classroom management	4	Not observed different classes	2
Term Planning	4	Irregular attendance	2
Communication	4	The lack of knowledge in the teacher	1
The examination concern of the prospective teachers	3	Don’t feel themselves as a teacher	1

According to Table 2., as the similarly in prospective teachers’, supervisor teachers had referred to be difficult managing of the classroom. They also had complained from planning of teacher practice program. The samples from practice classroom teachers’ expressions are followed below;

*“In coming day of the prospective teacher, I have a discipline problem. I’m considering that the reason of this is due to some of these students need to take attention efforts.”* Teacher – 5, *“There are problems from weekly course program. The “English Course” and “Free Activation Course” are blocking me to be with trainers.”* Teacher – 6

The opinions of prospective teacher on proficiency levels of supervisor teacher had given Table 3.

Table 3. The opinions of prospective teacher on proficiency levels of practice classroom teachers

Dimentions	N	Average	SS
Education planning	125	4.58	0.343
Vocational guidance	125	3.34	1.092
Preparing for practice	125	3.97	0.740

According to Table 3., the prospective teacher had observed “quite qualified” on education planning, “qualified” on preparing for practice and “moderately qualified” on vocational guidance for practice classroom teachers.

Table 4. The opinions of prospective teachers on solution of encountered problems in teaching practice course

Suggestions	f
The increase of teaching practices	35
The increasing of times for the practices	25
The teaching to different classrooms and their monitoring	20
Practice classroom teachers should have knowledge and be helpful	15
Knowledge about administration, supervision and file processing should learnt on practice	10
The communication among stakeholders should be stronger	11
The number of groups should be decrease	9

According to Table 4., the prospective teachers had indicated that classroom managing and practicing were required to carry by their control instead of observation of practices and wanted to make more practices. The samples from prospective teachers’ expressions were followed below;

*“The time of practicing can increase. To particularly administration processing studies and the teachers’ things to do in year at schools should given more information.”* Prospective teacher – 10, *“On the contrary teaching to only certain classrooms, teaching in different classrooms could be more benefit for us, so we can take more detailed knowledge about teaching.”* Prospective teacher - 40

Table 5. The practice classroom teachers’ opinions on solution of encountered problems in teaching practice course

Suggestions	f	Suggestions	f
The numbers of practice should be increase	9	Practicing should carry until mid-day	3
The practice time should be increase	8	The seminars should organize on parent-teacher-school	2
The monitoring should be in rural schools and multigrade classes	5	The prospective teacher should be check often	2
The practicing should apply at all levels of classroom	4		

According to Table 5., practice classroom teacher had indicated that necessary to increase numbers of the studies on practicing and time of practicing, making monitoring and teaching practice in rural schools and particularly multigrade classes and making to practice at all levels of classroom. The samples from practice classroom teachers’ expressions were followed below;

*“If the prospective teachers spend more time with practice classroom teachers, I think that this is more benefit for their studies”* Teacher-6, *“The prospective teachers should also teach at rural schools and multigrade classes”*Teacher-2

## 5. Discussion and Conclusion

According to the expressions of the prospective teachers, the most common problem is the communication with students therefore losing of classroom control. Similarly the results of the previous studies, the most common observed problems prospective teachers are: a) problems on the classroom management (Koç & Yıldız, 2012); b) obligation of attendance for the practice; c) transportation and d) lack of conditions to improve themselves in practice schools (Hacıoğlu, 1990; Yıldız, 2002); e) practice classroom teachers and the school administration don't carry out their missions and responsibilities, completely (Koç & Yıldız, 2012; Smith & Lev Ari, 2005; Gökçe & Demirhan, 2005; Gündüz & Sunay, 2007; Yapıcı & Yapıcı, 2004); f) attendance to the same practice school during two terms and g) lack of sensibility of choosing practice school and practice classroom teachers (Yıldız, 2002; Sevim, 2002; Davran, 2006). On the contrary, there are also some studies which include results of supporting to prospective teachers by practice classroom teachers during the practicing (Gökçe & Demirhan, 2005; Kocatürk, 2006; Katrancı, 2008). According to the practice classroom teachers' expressions, the most common problems are; a) classroom management, b) term planning and not understandable of the guide book prepared for teaching practice (Özmen, 2008); c) the examination concern of the prospective teachers, d) not observed the different classrooms by prospective teachers, e) completely no establishment on school-family-teacher cooperation, f) the lack of communication among prospective teachers, practice classroom teachers and primary students, g) irregular attendance of prospective teachers, h) the lack of knowledge in practice classroom teachers (Yıldız, 2006).

When the considering to solution proposals on encountered problems of prospective teachers in this study, the results have shown that on increase of their individual practicing, increase of number and time for teaching practice (Seçer et al., 2011; Aytaçlı, 2012) and increase of different levels of classroom on practicing. This case has shown a similarity with solution proposals of the practice classroom teachers. Practice classroom teachers have mainly focused on the importance of monitoring in multi grade classrooms and on more practices at rural schools for practicing (Gökçe & Demirhan, 2005). The other important proposals of the teachers had been stated that on required to decrease of the number of students in the practicing group in order to carrying of a better practice (Azar, 2003); organizing of orientation meetings and seminars for stakeholders (Azar, 2003; Gökçe & Demirhan, 2005; Kudu et al., 2006; Seçer et al., 2011); working within cooperation of stakeholders (Şahin, 2003; Gökçe & Demirhan, 2005; Seçer et al., 2011; Işıkoğlu et al., 2007).

To this study the suggestions can be order that teaching practice courses should be provide to connect with new education system, primary school education programmes and activities. Secondly, these courses shouldn't teach only in central schools, but also in rural primary schools and multi grade classrooms in order to gain experience for prospective teachers. Finally, regular meetings should be organising among stakeholders and thus feedbacks had been provided to prospective teachers.

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